Evergreen Academy Middle School 2020-2022 plan summary

Team

Name	Role	Email	Access
Marian Strok	Principal	mlstrok@cps.edu	Has access
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Yvette Alvarado-Cruz	LSC Community Rep		No Access
Mandi Smith	LSC Parent Rep		No Access

Team Meetings

No meetings saved for this plan.

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

- *1* Practice is not consistently evident for ANY students and/or staff.
- *2* Practice is CONSISTENTLY evident for FEW students and/or staff.
- *3* Practice is CONSISTENTLY evident for SOME students and/or staff.
- *4* Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
  - o 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - o 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - o 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 3 Enable staff to focus and prioritize what matters most
  - o 4 Employ the skills to effectively manage change
  - o 3 Make ?safe practice? an integral part of professional learning
  - o 4 Collaborate, value transparency, and inform and engage stakeholders
  - o **Evidence**: Restructured school's vision to focus on STEAM Network lead professional learning on QFT Participating in TEACH PLUS Participating in CPS Summits Flex Day professional learning provided by ILT Math/Literacy meetings held bi-weekly Meeting Agenda state CPS, Network and School priorities
- 4 - Structure for Continuous Improvement
  - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 3 Design professional learning (PL) to achieve school-wide improvement goals
  - o 4 Design and implement school day schedules that are responsive to student needs
  - o 4 Align the budget to the CIWP priorities and the mission of the school
  - o 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - o 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**: Flex Day professional learning monthly lead by ILT - current cycle is questioning within discussion protocols ILT monthly meeting Grade Level meetings weekly Math/Literacy biweekly meetings STEAM team meetings Behavioral Health team weekly meetings LSC supports school improvement initiatives

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language

- o 4 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
- o 3 Curriculum connects to real world, authentic application of learning
- o 3 Curriculum is aligned to expectations of the standards
- o 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- o 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
- o **Evidence**: Field trips - **.....** Advisory Formative Five/ FISH philosophy Clubs
- 3 - Instruction
  - o 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 3 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**: Discussion protocols QFT new cycle
- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - o 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 3 Utilize assessments that measure the development of academic language for English learners
  - o 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 2 Improve and promote assessment literacy
  - o 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**: Math/Literacy bi-weekly meetings
- 3 - MTSS

- 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
- 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
- 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)

- o 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
  - o 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
  - o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
  - o 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
  - o 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
  - o 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
  - o **Evidence**: Home visits for chronic truancy Literacy use of Scope magazine for MTSS support/instruction Dedicated 45 minute period daily for MTSS - 2 days Math/Literacy academic support - 1 day STEAM - 2 days SEL (Advisory and Club) ALL students recieve MTSS supports
- 4 - Transitions, College & Career Access, & Persistence
  - o 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**: High School Algebra for the 8th grade 8th grade Honors Literature (using 9th grade curriculum) Provide math and literacy summer school for 7th grade (2 weeks) Assessing students for the Seal of Biliteracy STEAM focus Visit colleges/universities

Quality and Character of School Life

- 4 - Relational Trust
  - o 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: Formative Five FISH philosophy Decency project Admin open door policy for both students and teachers Flex Day learning and collaborating Restorative conversations during lunch/recess
- 3 - Student Voice, Engagement, and Civic Life

- o 3 Study politics
- o 3 Become informed voters and participants in the electoral process
- o 4 Engage in discussions about current and controversial issues
- o 3 Explore their identities and beliefs (REQUIRED: OSEL)
- o 3 Exercise student voice (REQUIRED: OSEL)
- o 2 Authentically interact with community and civic leaders
- o 2 Engage with their community
- o 2 Take informed action where they work together to propose and advocate for solutions
- o 4 Experience a schoolwide civics culture
- o **Evidence**: Student Council Facing History units used in 8th grade ELA and Social Studies STEAM beginning student advocacy units (2nd semester SY20) 8th grade SS teacher attending CPS Civics professional learning

- 4 - Physical and Emotional Safety
  - o 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**: Formative Five FISH philosophy Behavioral Health team Teachers in hallways during transition times 5 Essentials Climate Survey

- 3 - Supportive and Equitable Approaches to Discipline
  - o 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: Implemented Second Step program during Advisory

- 3 - Family & Community Engagement
  - o 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 4 Partner equitably with parents speaking languages other than English
  - o 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)

- o **Evidence**: STEAM Club Showcase Parent workshops provided by PAC (Web Famiglia) ALL documents are translated into Spanlish 8th grade High School meeting for parents (both English and Spanish) 7th grade On Track/Report Card pick-up meeting for parents (English and Spanish) Parent/Student Handbook provided to all families Open House School website, Facebook, Twitter and school marque used to keep families informed

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**2**
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**0**
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**1**
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**3**
3	Quality and Character of School Life: Family & Community Engagement	**4**
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**0**
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**0**
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**0**
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**0**
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**
4	Quality and Character of School Life: Physical and Emotional Safety	**0**
4	Quality and Character of School Life: Relational Trust	**0**

Goals

Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Area of Critical Need 1	Math growth among Latinx students
Root Cause 1	Lack of differentiation strategies during student Math instruction.
Area of Critical Need 1	Reading growth among Female and Latina students
Root Cause 2	Lack of use of content area academic language, specifically 6th and 7th grades, during ELA instruction.
Area of Critical Need 3	Students making sufficient annual progress on ACCESS in writing
Root Cause 3	Lack of language forms and conventions durning content area instruction

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Vision: NWEA Growth G3-8 (Math) Continually growth concern especially with our incoming 6th graders.	Latinx		49.00	52.00
	Latino (Male)		53.00	56.00
Vision: NWEA Growth G3-8 (Reading) We have seen stagnate growth for the past 2 years.	Female		59.00	61.00
	Latina (Female)		60.50	61.50
SQRP: % of Students Making Sufficient Annual Progress on ACCESS Looking to increase writing and speaking portion of ACCESS to improve overall scores.	Overall		34.00	36.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Vision: NWEA Attainment G2-8 (Reading) All of our DL teachers are trained in using Wilson Language. By providing students with the Wilson curriculum reading attainment will improve.	Students with IEPs		10.50	12.00
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey SQRP has been a 5 since the beginning.				5.00	5.00

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal

Strategies

Strategy 1

If we do…	focused instruction on explicitly teaching content vocabulary, academic language, and language structure
Then we see…	teachers focused on planning and teaching content area instruction that is comprehensible/accessible to Els while supporting their English Language Development
which leads to…	increased percent of students making annual progress on ACCESS from 31.8% to 36%.
Budget Description	Budget: 115 - 1/2 teacher position (ELPT), 356 - supplies, instructional materials, 115 - supplies, instructional materials, equipment, extended day buckets Time: Flex Day PD, strategic placement of ESL endorsed teachers (specifically starting with the 6th grade)

Tags	Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, MTSS: Curriculum & Instruction, OLCE, OSEL: Supportive Classroom Environment, STE(A)M Schools: Instructional Approach (SSS4)
Action steps	• (Not started) Teacher professional development during FLEX days and School Improvement/Institution Days. Tags:OLCE • (Not started) School to fund 1/2 time ELPT, other 1/2 is paid for by State. Tags:Equity: Resource Equity • (Not started) Schedule ELs with department classes that have an ESL endorsed teacher - beginning with the 6th grade. Tags: • (Not started) Continue to encourage teachers to consider the possible programs offering endorsements. Tags: • (Not started) PD on Sheltered Instruction Tags:OLCE • (Not started) EL accommodations within Unit Plans Tags: • (Not started) Develop a rubric to provide feedback on unit plans Tags: • (Not started) Provide planning time for ELPT and grade level teams Tags: • (Not started) MTSS grouping with specific ACCESS area focus Tags: • (Not started) Provide materials for EL students in their language when needed Tags:

- (Not started) Purchase/find progress monitoring tool MTSS grouping specifically for DL/El dual students

  Tags:OLCE

- (Not started) Provide substitutes for teachers to attend professional learning opportunities

  Tags:

- (Not started) Before and after school supports for student instruction - homework help, Algebra morning sessions, DL fluency support for math and reading

  Tags:

- (Not started) Provide assemblies (outside organizations) that support core curriculum instruction

  Tags:

- (Not started) Use PD days, grade level meetings and flex days for professional learning centered on pedagogical strategies and protocols that span all subject areas.

  Tags:

- (Not started) Purchase/provide professional readings to increase teacher knowledge and understanding of best practices for ESL instruction

  Tags:OLCE

- (Not started) Before and after school supports for all/at risk students

  Tags:

- (Not started) School Wide novel read aloud by teachers for fluency, SEL, instruction of comprehension strategies, Mel-Con writing.

  Tags:

- (Not started) Tech adminstrative services for support in equipment to be used for student instruction

  Tags:

Strategy 2

If we do...	explicit instruction of basic reading skills such as phonics, decoding, word structure, context clues, vocabulary, word understanding, and word-learning skills based on IEP goals
Then we see...	teachers focused on differentiated instruction during ELA and MTSS that is based on individual IEP goals, accommodations and modifications
which leads to...	Increased reading attainment of IEP students from 9.38% to 12.00% in two years.
Budget Description	IL Empower Grant funds for after school support and possible summer school support, purchase Wilson Language program supports; 115 funds for planning collaboration, schedule DL teachers to teach Wilson during MTSS, 115 funds purchase novels at student Lexile levels
Tags	Instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Curriculum & Instruction, ODLSS: Instructional Quality, STE(A)M Schools: Instructional Approach (SSS4)
Action steps	• (Not started) Purchase Wilson Learning kits Tags: • (Not started) Budget for extended day student support Tags: • (Not started) Provide Wilson Language instruction Tags: • (Not started) PD for DL teachers in Wilson Language instruction Tags: • (Not started) MTSS grouping specifically for DL students Tags: • (Not started) PD for differentiated instruction for Gen Ed teachers Tags:Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction • (Not started) Purchase Scope magazine for MTSS Tags: • (Not started) Purchase/Find progress monitoring tool

Tags:

- (Not started) Purchase lexile leveled novels

  Tags:Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Shift 3-Increase Access to Culturally Responsive Resources

- (Not started) Provide substitutes for teachers to attend professional learning opportunities

  Tags:

- (Not started) Before and after school supports for student instruction - homework help, Algebra morning sessions, DL fluency support for math and reading

  Tags:

- (Not started) Provide assemblies (outside organizations) that support core curriculum instruction

  Tags:

- (Not started) Provide summer school/after school for students with IEPs to prevent regression in reading fluency,

  Tags:

- (Not started) Use PD days, grade level meetings and flex days for professional learning centered on pedagogical strategies and protocols that span all subject areas.

  Tags:

- (Not started) Before and after school supports for all/at risk students

  Tags:

- (Not started) School Wide novel read aloud by teachers for fluency, SEL, instruction of comprehension strategies, Mel-Con writing.

  Tags:Literacy: Key Practice #3-Frequent Process-based Writing, Literacy: Shift 4-21st Century Professional Learning

- (Not started) Tech adminstrative services for support in equipment to be used for student instruction

  Tags:

Strategy 3

If we do...	data analysis focused on gap/strand areas for Latinos students within the 2020 Fall Math NWEA to determine pedagogical needs across grade levels
Then we see...	teachers focused on planning and differentiating math content instruction based on student needs found during data analysis
which leads to...	increased percent of Latinx students making annual growth on NWEA math from 46.4% to 52% in two years.
Budget Description	
Tags	OLCE, STE(A)M Schools: Instructional Approach (SSS4), Math: Rigorous Tasks, Math: Student Discourse, Math: Formative Assessment, Math: Curriculum, Math: Equitable Access
Action steps	(Not started) Fund collaboration time for math teacher data analysis and planning time Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Math: Formative Assessment, Math: Equitable Access (Not started) Purchase Open Up Math Tags:Math: Curriculum (Not started) Tech adminstrative services for support in equipment to be used for student instruction Tags: (Not started) EL accommodations within Unit Plans Tags: (Not started) PD on differentiated instruction Tags:Personalized Learning: Tailored Learning/Differentiation (Not started) Develop a rubric to provide feedback on unit plans Tags: (Not started) Provide planning time for ELPT and grade level teams Tags:

- (Not started) MTSS groupings via NWEA strands

  Tags:

- (Not started) Plan for content language teaching and learning in math specific topics

  Tags:

- (Not started) Use instructional supports to help scaffold both content and language learning.

  Tags:

- (Not started) Purchase/find progress monitoring tool MTSS grouping specifically for DL/El dual students

  Tags:

- (Not started) Take a look at SIX STRATEGIES TO HELP ELLS SUCCEED IN MATH & 9 FREE MATH ACTIVITIES FOR K?8 ELLS

  Tags:

- (Not started) Provide substitutes for teachers to attend professional learning opportunities

  Tags:

- (Not started) Before and after school supports for student instruction - homework help, Algebra morning sessions, DL fluency support for math and reading

  Tags:

- (Not started) Provide assemblies (outside organizations) that support core curriculum instruction

  Tags:

- (Not started) Provide summer school/after school for students with IEPs to prevent regression in math fluency,

  Tags:

- (Not started) Providing accelerated classes in both 7th and 8th grade (8th - Algebra and 9th grade Literacy) (7th - Advanced Math and Literacy)

	Tags:Math: Rigorous Tasks, Math: Curriculum
	• (Not started) Provide supplemental instructional support for students through purchasing Blue Streak Math
	Tags:
	• (Not started) Use PD days, grade level meetings and flex days for professional learning centered on pedagogical strategies and protocols that span all subject areas.
	Tags:Math: Student Discourse, Math: Equitable Access
	• (Not started) Before and after school supports for all/at risk students
	Tags:

Strategy 4

If we do...	a shared responsibility between all adults in and beyond school, and if they are committed to building and enhancing their skills, knowledge, and mindsets related to engagement
Then we see...	family engagement will be a meaningful contributor to increasing student performance and overall social-emotional wellness
which leads to...	increased parent involvement and students who are prepared for post-secondary education and/or participation in a global economy.
Budget Description	STEAM grant funds; 115 buckets for collaboration and after school for at risk
Tags	Family & Community Engagement, MTSS: Family and Community Engagement, STE(A)M Schools: Family & Community Engagement (SSS7)
Action steps	• (Not started) Coordinate STEAM Orientation parent meeting Tags:STE(A)M Schools: Family & Community Engagement (SSS7) • (Not started) Provide information to families about neighborhood STEAM resources (e.g., museums, children libraries, learning labs from higher education institutes, relevant websites) for students to take home and share with their parents. Tags:STE(A)M Schools: Family & Community Engagement (SSS7), STE(A)M Schools: School Structures & Culture (SSS2) • (Not started) Plan semester STEAM Nights

Tags:Student Voice, Engagement, and Civic Life

- (Not started) Provide families with STEAM Quarterly Challenges

  Tags:

- (Not started) Communicate and empower families to participate in meetings related to the effectiveness of tiered supports for their children

  Tags:MTSS: Family and Community Engagement

- (Not started) Inform parents when students have moved from one Tier to another.

  Tags:MTSS: Family and Community Engagement

- (Not started) Provide MTSS workshops designed for families

  Tags:MTSS: Family and Community Engagement

- (Not started) Develop a plan for gathering data and monitoring around Family Engagement work

  Tags:MTSS: Family and Community Engagement, MTSS: Progress Monitoring

- (Not started) Develop resources for families to use that support our Math and ELA curriculum

  Tags:MTSS: Family and Community Engagement

Action Plan

Strategy 1

Teacher professional development during FLEX days and School Improvement/Institution Days.

Aug 23, 2020 to Jun 30, 2021 - ELPT ILT Administration

School to fund 1/2 time ELPT, other 1/2 is paid for by State.

Jul 01, 2020 to Jul 31, 2020 - Administration

Schedule ELs with department classes that have an ESL endorsed teacher - beginning with the 6th grade.

Jul 01, 2020 to Sep 30, 2020 - Admin ELPT

Continue to encourage teachers to consider the possible programs offering endorsements.

Jul 01, 2020 to Jun 30, 2021 - Admin ELPT

PD on Sheltered Instruction

Jul 01, 2020 to Oct 30, 2020 - ELPT Network

EL accommodations within Unit Plans

Aug 24, 2020 to Jun 30, 2021 - Admin ELPT Grade Level Teams Content Area Teams

Develop a rubric to provide feedback on unit plans

Aug 24, 2020 to Sep 30, 2020 - ILT ELPT Admin

Provide planning time for ELPT and grade level teams

Sep 01, 2020 to Jun 30, 2021 - Admin

MTSS grouping with specific ACCESS area focus

Sep 07, 2020 to Jun 30, 2021 - ELPT Grade Level ESL Endorsed teachers Admin

Provide materials for EL students in their language when needed

Jul 01, 2020 to Jun 30, 2021 - Admin Content Area teachers

Purchase/find progress monitoring tool MTSS grouping specifically for DL/El dual students

Jul 01, 2020 to Jun 30, 2021 - Admin ELPT Content Area teachers

Provide substitutes for teachers to attend professional learning opportunities

Sep 07, 2020 to Jun 30, 2021 - Admin

Before and after school supports for student instruction - homework help, Algebra morning sessions, DL fluency support for math and reading

Sep 20, 2020 to Jun 30, 2021 - Admin Content Area teachers

Provide assemblies (outside organizations) that support core curriculum instruction

Jul 01, 2020 to Jun 30, 2021 - Admin ILT

Use PD days, grade level meetings and flex days for professional learning centered on pedagogical strategies and protocols that span all subject areas.

Aug 16, 2020 to Jun 30, 2021 - ILT ELPT Admin

Purchase/provide professional readings to increase teacher knowledge and understanding of best practices for ESL instruction

Sep 06, 2020 to Jun 30, 2021 - ELPT Network Admin ILT

Before and after school supports for all/at risk students

Oct 04, 2020 to Jun 30, 2021 - Admin Teachers

School Wide novel read aloud by teachers for fluency, SEL, instruction of comprehension strategies, Mel-Con writing.

Sep 06, 2020 to Jun 30, 2021 - ALL teachers

Tech adminstrative services for support in equipment to be used for student instruction

Sep 06, 2020 to Jun 30, 2021 - Admin

Strategy 2

Purchase Wilson Learning kits

Aug 01, 2020 to Oct 31, 2020 - Admin

Budget for extended day student support

Oct 05, 2020 to May 31, 2021 - Admin

Provide Wilson Language instruction

Sep 06, 2020 to Jun 30, 2021 - DL teachers Case Manager

PD for DL teachers in Wilson Language instruction

Jul 01, 2020 to Oct 30, 2020 - Admin

MTSS grouping specifically for DL students

Sep 06, 2020 to Jun 30, 2021 - Case Manager DL teachers Admin

PD for differentiated instruction for Gen Ed teachers

Aug 23, 2020 to Jun 30, 2021 - ILT Case Manager

Purchase Scope magazine for MTSS

Jul 01, 2020 to Sep 01, 2020 - Admin ELA teachers

Purchase/Find progress monitoring tool

Jul 01, 2020 to Oct 31, 2020 - Admin ILT Case Manager Teachers

Purchase lexile leveled novels

Sep 06, 2020 to Jun 30, 2021 - DL ELA teachers Admin

Provide substitutes for teachers to attend professional learning opportunities

Sep 06, 2020 to Jun 30, 2021 - Admin

Before and after school supports for student instruction - homework help, Algebra morning sessions, DL fluency support for math and reading

Oct 04, 2020 to Jun 30, 2021 - Admin Teachers

Provide assemblies (outside organizations) that support core curriculum instruction

Sep 06, 2020 to Jun 30, 2021 - Admin ILT

Provide summer school/after school for students with IEPs to prevent regression in reading fluency,

Oct 04, 2020 to Jul 31, 2021 - DL teachers Case Manager

Use PD days, grade level meetings and flex days for professional learning centered on pedagogical strategies and protocols that span all subject areas.

Aug 23, 2020 to Jun 30, 2021 - Teachers ILT

Before and after school supports for all/at risk students

Sep 13, 2020 to Jun 30, 2021 - Teachers

School Wide novel read aloud by teachers for fluency, SEL, instruction of comprehension strategies, Mel-Con writing.

Aug 23, 2020 to Jun 30, 2021 - ILT ELA teachers DL teachers Admin

Tech adminstrative services for support in equipment to be used for student instruction

Sep 06, 2020 to Jun 30, 2021 - Admin

Strategy 3

Fund collaboration time for math teacher data analysis and planning time

Sep 14, 2020 to Jun 30, 2021 - Admin Math Teachers DL Teachers

Purchase Open Up Math

Jul 13, 2020 to Aug 31, 2020 - Admin

Tech adminstrative services for support in equipment to be used for student instruction

Sep 06, 2020 to Jun 30, 2021 - Admin

EL accommodations within Unit Plans

Aug 23, 2020 to Jun 30, 2021 - Math teachers ELPT

PD on differentiated instruction

Aug 23, 2020 to Jun 30, 2021 - Admin ILT Math Teachers

Develop a rubric to provide feedback on unit plans

Aug 23, 2020 to Oct 31, 2020 - Admin ILT

Provide planning time for ELPT and grade level teams

Aug 23, 2020 to Jun 30, 2021 - ELPT Admin Math Teachers

MTSS groupings via NWEA strands

Sep 06, 2020 to Jun 30, 2021 - Math Teachers Admin

Plan for content language teaching and learning in math specific topics

Aug 23, 2020 to Jun 30, 2021 - ELPT Content Area teachers

Use instructional supports to help scaffold both content and language learning.

Aug 23, 2020 to Jun 30, 2021 - Teachers

Purchase/find progress monitoring tool MTSS grouping specifically for DL/El dual students

Jul 01, 2020 to Jun 30, 2021 - Admin Teachers

Take a look at SIX STRATEGIES TO HELP ELLS SUCCEED IN MATH & 9 FREE MATH ACTIVITIES FOR K?8 ELLS

Aug 23, 2020 to Jun 30, 2021 - Teachers ILT

Provide substitutes for teachers to attend professional learning opportunities

Sep 06, 2020 to Jun 30, 2021 - Admin

Before and after school supports for student instruction - homework help, Algebra morning sessions, DL fluency support for math and reading

Oct 04, 2020 to Jun 30, 2021 - Admin Teachers

Provide assemblies (outside organizations) that support core curriculum instruction

Sep 06, 2020 to Jun 30, 2021 - Admin ILT

Provide summer school/after school for students with IEPs to prevent regression in math fluency,

Sep 20, 2020 to Jul 31, 2021 - Admin DL Teachers Case Manager

Providing accelerated classes in both 7th and 8th grade (8th - Algebra and 9th grade Literacy) (7th - Advanced Math and Literacy)

Jul 01, 2020 to Jun 30, 2021 - Admin Teachers

Provide supplemental instructional support for students through purchasing Blue Streak Math

Sep 06, 2020 to Jun 30, 2021 - Teachers Admin

Use PD days, grade level meetings and flex days for professional learning centered on pedagogical strategies and protocols that span all subject areas.

Sep 06, 2020 to Jun 30, 2021 - ILT Admin

Before and after school supports for all/at risk students

Sep 13, 2020 to Jun 30, 2021 - Admin Teachers

Strategy 4

Coordinate STEAM Orientation parent meeting

Sep 06, 2020 to Oct 31, 2020 - STEAM Coordinator Teachers

Provide information to families about neighborhood STEAM resources (e.g., museums, children libraries, learning labs from higher education institutes, relevant websites) for students to take home and share with their parents.

Sep 06, 2020 to Jun 30, 2021 - STEAM team STEAM coordinator

Plan semester STEAM Nights

Sep 06, 2020 to Jun 30, 2021 - STEAM Coordinator Teachers

Provide families with STEAM Quarterly Challenges

Sep 06, 2020 to Jun 30, 2021 - STEAM team Teachers

Communicate and empower families to participate in meetings related to the effectiveness of tiered supports for their children

Sep 06, 2020 to Jun 30, 2021 - Grade Level teams Admin ILT

Inform parents when students have moved from one Tier to another.

Sep 06, 2020 to Jun 30, 2021 - Counselor Teachers Admin

Provide MTSS workshops designed for families

Sep 06, 2020 to Jun 30, 2021 - Counselor Teachers Admin

Develop a plan for gathering data and monitoring around Family Engagement work

Aug 23, 2020 to Jun 30, 2021 - ILT Counselor Admin Teachers

Develop resources for families to use that support our Math and ELA curriculum

Oct 01, 2020 to Jun 30, 2021 - ILT Counselor Admin Teachers

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[ ]

Non-title I school that does not receive any Title I funds

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

At the beginning, middle, and end of each year; report card 10 week; and 5 week On-Track data is reviewed and analyzed according to the CCSS and achievement of standards.

Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.

We have a school-wide MTSS program that is based on student needs and levels of achievement with the focus on moving students towards proficient in math and reading. In addition, MTSS classes also focus on the students at the level of proficient that can be advanced to exceeding.

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

Our population is 92% low income. Our staff is given professional development such as QFT, books studies with our PLC's such as 'Disrupting Poverty,The Formative Five, Manage the Madness (we are a middle school) etc. Teachers use Pear Deck, Padlet, Google Classroom, and many other learning enhancements to engage our students.

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

All DL teachers have been trained in Wilson Language and Blue Steak (Literacy and Math). WIDA PD is given each year and any curriculum we choose has a native language component. Mentoring: 3 year advisory for students. Counseling: Our counselor does 'Lunch Bunch', Act and Adapt, and we have school wide "Second Step" program.

Please describe the strategies used at your school to attract high-quality, highly-qualified teachers.

We attract teachers through the enhancement of our school focus, our positive climate and culture, and the recruitment of teachers through our own faculty. We encourage teachers to seek advanced learning, especially their ESL endorsements.

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

PD is provided by our Network, on our Flex Day's once a month, and any PD that our teachers would like to attend we encourage. We are currently involved in the Teach Plus (Math) offered by the Gates Foundation, and we will be offering teachers participation in PD that will focus on the integration of STEAM activities.

Strategies to increase parent involvement, such as family literacy services.

Through our PAC (Parent Advisory Committee) parents are provided with their own workshops around literacy, supporting students in middle school, use of Google Classroom, parenting in today's world, and others. Through our STEAM program, we will be working toward having Parent Nights that are curriculum based and learning experiences for parent and students.

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

We are a middle school.

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

Our ILT (Instructional Leadership Team) is comprised of teachers from each department. They work with the administration to make all decisions regarding the type of assessments and instructional programs needed for our students.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

We will this coming year be focused on our data meetings and looking at and evaluating student work to determine the root causes of student misconceptions or lack or understanding to effectively provide differentiated instruction.

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

We have partnerships with Guitars Over Guns, Act and Adapt, Second Step, Between Friends, and other programs that work with the Chicago Police Department. These programs focus on violence prevention, making good choices, and social-emotional learning. Our counselor and her team provide parents with information on programs that provide basic needs. Students with emotional needs are referred to a variety of outreach programs.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

Meetings are held monthly, either as meetings or workshops. Parents review the policy quarterly submitting questions or suggestions to the administration at any time. PAC also includes parent workshops planned by the PAC president.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The initial parent meeting for the school year is held at the Open House during the second or third week of the school year. Hold quarterly PAC and BAC meetings and monthly LSC meetings. Meetings are communicated through monthly calendar, school website and Facebook page, school signs, and phone calls. Projected date for: PAC Organizational Meeting - September 16, 2020; Title I Meeting - September 16, 2020

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

Our school makes every effort to hold quarterly Parent Advisory Committee (PAC) and Bilingual Advisory Committee (BAC) meetings. Parents are encouraged to share their suggestions and concerns about their student's education with teachers and administration. Parents are also given the LSC Calendar and are always welcome. Teachers and administration are always willing to personally address any parent concerns.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

Parents are informed of their student's progress on NWEA, ACCESS assessments and On-Track, and at the end of the 4th quarter as they are sent home with students for promotion (Grades 6 & 8) and 7th are also given as the school tries to have a short 2-week summer program for the 7th grade. Spring results will be re-shared at the beginning of the school year and NWEA Fall is given for some students. IAR results will be given at the 1st quarter report card pick-up date along with the Performance Policy if reports are available. On-track data will also by provided on a quarterly basis. Teachers/Admin keep parents informed every five weeks if their child is off-track for grades or attendance.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

Letters are sent to parents when their student is assigned to, or taught by, a teacher who is not "highly qualified". This is usually not an issue since all teachers are ISBE endorsed in their content area. As a middle school this is a requirement.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A;

how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.This will be accomplished through required progress reports and report cards, on-track reports, phone call logs of parent calls and parent workshops.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

Parents will be given information on how to access the Parent Portal on IMPACT at Open House and 1st quarter report card pickup. It will be communicated again at each assembly for parent participation. The computer lab will be available for assistance. As always, translation is provided to ensure that all effort is made to allow parents to help their own students improve their academic achievement. Parents will be given log-in information for our online mathematics series Open Up Resources, Khan Academy, and Google Classroom at Open House or 1st quarter Parent-Teacher Conferences. Parents are given information about the school website and Facebook page to encourage increased parental involvement in school activities.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

Teachers are asked to communicate with parents about student achievement and behavior on a regular basis. A call log per grade level is kept in the office. There are translators available whenever necessary. Parents are always welcome to come into the school and meet with teachers to discuss their student's progress. Parents are also always welcome on field trips and to volunteer within the building. Principal has a true open door policy.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

N/A We are a Middle Grades Building and do not have any early childhood programs.

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

All information such as calendars and school letters sent to parents are written in both English and Spanish. We are going to include Cantonese as our population has increased. Parents can also find information on our school website or Facebook page.

Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**
[X] **\<p\>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.\</p\>**
[X] **\<p\>The school will coordinate the parent and family engagement programs identified in the CIWP.\</p\>**
[X] **\<p\>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.\</p\>**
Explain why any of the boxes above are unchecked: (type "n/a" if all are checked) n/a

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.) Evergreen Academy strives to provide our students with a safe supportive school environment that encourages academic excellence for all. Through the implementation of Common Core Instruction in all subject areas and STEAM, we will increase the academic growth and attainment goals for our students. We will ensure that our Diverse Learners and English Learners receive the support necessary for their growth and attainment goals. School Mission Statement: We at Evergreen Academy Middle School endeavor to create a collaborative and safe environment with a rigorous and differentiated curriculum that aligns with the Common Core State Standards. We strive to empower all students to explore, create, make decisions and actively participate in, and be accountable for their learning, as they become College and Career ready in an economically, culturally, socially, and religiously diverse world.
The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled. Evergreen Academy will hold an open house the third week of September for the parents, to inform parents and guardians about the expectations, the rules and the guidelines of learning and achieving within the Evergreen Community. An eighth grade mandatory meeting will also be held to discuss graduation requirements as we know them and the selective enrollment process. Parent-teacher conferences will be determined by CPS for 1st and 3rd quarter as will progress reports. Dates will be added here when determined. We also hold a 2nd quarter pick up/parent conference for all students at risk/off track.
The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents. Evergreen Academy will provide parents with reports of their children's progress as directed by CPS during the 5th, 15th, 25th, and 35th weeks of school. Electronic grade summaries are available at parent's request throughout the quarter. Report card dates are set by CPS. Parents have access to student grades through the Parent Portal on Aspen. At our first open house we provide parents with the opportunity to register for portal access if they have not previously done so.

The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.

Teachers are available to hold conferences each school day from 7:30 - 7:50 am and during the preparation time with advance notice from the parent. Teachers are also available by appointment during the school year. In addition, parents can communicate with most teachers through the school website, Parent Portal and through Aspen emails. Teachers are encouraged to call a student's home whenever necessary. Translation is always available if needed.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

Parents can volunteer at the school daily to support lunchroom supervision, recess, special projects, field trips, and assemblies as long as they are vetted through CPS. Parents can observe classrooms at their convenience provided they give the school 48 hours notice. Parents are especially encouraged to attend all meetings, conferences, and special events at the school as well as the CAPS meetings for community concerns. CAPS meetings are now held at Evergreen. All meetings are posted on the school website, Facebook page and marquee.

The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).

We at Evergreen ask parents to support their children's learning in the following ways: ? Ensure that the student attends school everyday
? Use school provided agenda to monitor homework completion on a daily basis
? Limit the amount of television and the selection of programs that children watch along with the gaming programs.
? Use Gradebook Portal to monitor student progress
? Monitor internet/Facebook/Twitter/Snapchat/Cellphone use. This can be a real program and is truly a focus of parent monitoring.
? Use other resources to enrich student's learning when school is out of session
? Participate in school workshops for parents
? Work with other parents on volunteer projects such as fund-raising that helps to enhance our program.
? Keep abreast about the child's education and communicate with the school by reading all notices from the school or CPS that are sent home ? Serve on school committees such as the LSC, PAC and BAC.

The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.

Parents will participate in the education of their children by attending school functions, all parent-teacher conferences, and establishing a positive rapport with teachers. Parents can consult with the school by calling, coming to the school in person, or emailing the school faculty at any time.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students will share the responsibility for their academic achievement by:
? Attending school every day and completing all classroom and homework assignments
? Retaking formative assessments when given the opportunity
? Self-monitoring grades in the portal

? Asking for additional assistance when needed ? Reading everyday outside of school for enjoyment ? Giving parents and guardians all notices, communications and information distributed from school each day ? Having agenda monitored and signed by parents	

Parent Budget (Complete)

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

Provide quarterly parental workshops/seminars on working with their middle level child to increase student motivation, engagement, mastery of content and social emotional needs.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)

Description

Allocation

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$0.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$0.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$347.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$1200.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00

54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$515.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00